

# ARIZONA SCHOOL REPORT CARD 2002-03

## Glenn F. Burton School

Glendale Elementary District  
4801 W. Maryland Avenue, Glendale, AZ 85301-4131

### Achievement Profile<sup>1</sup> :

<input type="checkbox"/>	Excelling
<input type="checkbox"/>	Improving
<input checked="" type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Ms. Cynthia A. Murrell  
Schedule: 7:00 AM to 4:00 PM  
Web Address: [www.gesd.k12.az.us/burton](http://www.gesd.k12.az.us/burton)  
E-mail: Unpublished or Unavailable

Grades: Pre-K-6  
2002 Enrollment: 587  
Phone: (623) 842-8270 x 2004  
Fax: (623) 842-8337

### ∨ School Overview ∨

#### Mission

The mission of Burton School is to build a solid foundation for responsible living, through a caring team of family, students, staff and community, by developing the full academic potential of each student. Our school goal is to increase Literacy.

#### Organization and Philosophy

- w Child-centered Instruction
- w Emphasis on Integrated Instruction
- w Emphasis on Literacy
- w Use of assessment to drive instruction

#### School/Academic Goals

- w Students will improve their reading proficiency.
- w Students will improve their writing skills.

#### Instructional Programs

- w Comprehensive Social Skills Program
- w Technology Support
- w Hands-on Science/Math
- w Gifted
- w Bilingual/Structured English Immersion
- w Inclusive Gifted and Support Services
- w Preschool Services
- w Band and Orchestra

- w Students will improve their mathematics skills.

#### Enrollment

October 1, 2001 School Year Student Enrollment:	633
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	620

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 2 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 2 Community Member(s)  
 0 Student(s)

### Council Duties

w Budget Advisory  
 w Parent/Educator Relations  
 w Safety Advisory  
 w Central Planning  
 w Social Skills Issues  
 w Extracurricular Activities

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.50	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	22.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	4	2	0	0
7 to 9 years	4	1	0	0
10 or more years	5	9	0	0

## ▽ Shared Responsibilities ▽

### School

The school's responsibility is to provide a safe environment where students can achieve their full potential and receive an equal opportunity to succeed in society. To learn to appreciate diversity and become responsible citizens. To create a desire in each and every child to become lifelong learners.

### Parents

Parents are expected to foster responsibility and school achievement by instilling positive attitudes toward learning; requiring regular school attendance; and participating in school activities and programs.

## ▽ Transportation Policy ▽

For regular education, transportation services are provided for students residing farther than one mile from school or in areas where hazardous conditions exist. Special education transportation services are provided as required. Split attendance area: Bethany Home/47th Avenue west to Grand; northwest to Maryland; east to 51st Avenue; north to Glendale; east to 47th Avenue; south to Bethany Home. Glendale/55th Ave. west to 59th Avenue; north to Orangewood; east to 55th Avenue; south to Glendale.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	178	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	6 hrs. 50 min.	<b>Last Day of School:</b>	6/5/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/10/02	12/20/02	3/13/03	6/5/03
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### Additional Calendar/Report Card Information

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## ▽ Resources Available at School Site ▽

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Stage  
W Library

W Media Studio

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### Extracurricular Activities

W Peer Mediation  
W Sports  
W Choir  
W Orchestra

W Homework Club  
W Band  
W Student Council  
W Special Interest Classes

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### School/Community Resources

W Extended Day Care  
W Breakfast Program  
W Adult Education  
W Counseling Services

W Afterschool Program  
W Lunch Program  
W Literacy Classes  
W Booster Club

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- W Average growth in reading of one year as measured by the Stanford 9.
- W Average growth in math of one year as measured by the Stanford 9.
- W Average growth in language of one year as measured by the Stanford 9.

### Student Information: 2001-02 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	25.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	18.2 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.7 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona Behavioral Initiative Grant	1999
Title I Accountability Planning Grant	2002

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	59	514	12%	14%	47%	27%
	State	58840	524	9%	17%	45%	29%
Writing	School	58	516	17%	19%	57%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	60	500	15%	35%	38%	12%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	49	490	43%	31%	24%	2%
	State	61305	505	21%	20%	43%	15%
Writing	School	49	479	37%	33%	24%	6%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	49	450	39%	49%	2%	10%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	70	47	60	--	--	--
2	Reading	--	--	--	100	26	50	76	38	52	63	31	53	56	37	57
	Language	--	--	--	100	17	40	76	38	43	67	16	44	59	27	48
	Mathematics	--	--	--	100	26	51	78	37	55	68	22	57	60	32	61
3	Reading	100	31	47	100	31	47	85	23	48	73	34	50	70	31	50
	Language	100	32	49	100	32	51	85	28	54	76	37	56	69	37	57
	Mathematics	100	36	46	100	29	49	86	23	52	74	36	54	70	30	56
4	Reading	98	33	53	100	31	54	93	39	54	65	28	55	61	25	55
	Language	100	30	47	100	26	49	94	37	48	68	30	50	60	28	50
	Mathematics	98	34	51	100	38	54	92	42	55	69	33	57	61	30	58
5	Reading	88	35	51	100	26	51	92	28	51	78	33	51	55	30	53
	Language	98	33	42	100	24	44	89	25	45	80	29	45	55	22	47
	Mathematics	100	34	51	100	26	54	91	30	55	79	39	57	55	30	59
6	Reading	100	28	53	100	39	54	94	40	53	69	38	54	66	46	56
	Language	100	21	41	100	29	44	96	29	44	69	34	45	62	39	47
	Mathematics	100	30	57	100	39	59	96	42	60	71	53	63	63	57	65

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>74</b>	<b>77</b>
<b>Grades 3-4</b>	<b>43</b>	<b>49</b>
<b>Grades 4-5</b>	<b>86</b>	<b>65</b>
<b>Grades 5-6</b>	<b>92</b>	<b>83</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

In partnership with the Arizona Behavioral Institute, Burton School has implemented a comprehensive social skills program. We select and train students to serve as Peer Mediators. Daily announcements and classwork center on social skills designed to help students resolve conflicts in non-aggressive ways. Students are rewarded by means of public recognition for making good choices. This fall, all staff and students participated in a program that teaches healthy play.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,726	\$1,722,327
Classroom Supplies	\$46	\$29,005
Administration	\$444	\$280,657
Support Services-Students	\$85	\$53,854
Other Support Services and Operations	\$640	\$404,253
Total Expenditures- All Categories 2000-2001	\$3,942	\$2,490,096

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Cynthia A. Murrell	(623) 842-8270	2004
<b>Transportation Policy</b>	Ken Schafer	(623) 842-8195	
<b>Community Resources</b>	NDS		
<b>School Nutrition Programs</b>	Barry Leimkuehler	(623) 842-8100	
<b>Parent Organization</b>	Virginia Ramos	(623) 842-8270	
<b>Student Health/Nurse</b>	Jo Sardinha	(623) 842-8270	2007

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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